

CULINARY ARTS III

COURSE DESCRIPTION

This course, which is the third level of Culinary Arts, serves as a capstone course. It too prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to apply the marketable culinary arts skills they have acquired by assuming increasingly responsible positions including participation in a cooperative education experience.

Pre-requisites: Culinary Arts I & II

Recommended Credits: 2-3 (including cooperative education credit)

Recommended Grade Level: 12th

Note (1): It was the consensus of both the business representatives and the teachers involved in drafting the framework that the current family and consumer sciences *Food Management Careers* course and the current trade and industrial education *Commercial Foods* course be combined into one course called *Culinary Arts*, which could be taught by a teacher certified in either of the above areas.

Note (2): Learning Expectations to be completed for two credits are identified with two asterisks(**), and those to be completed for three credits are identified with three asterisks(***)

CULINARY ARTS III STANDARDS

- 1.0 Demonstrate employability skills required in the food production and service industry.
- 2.0 Apply math skills to food production, service, and management operations.
- 3.0 Evaluate the importance of inventory and its relation to quality food production and service.
- 4.0 Demonstrate implementation of food production and service management functions.

CULINARY ARTS III

STANDARD 1.0

Students will demonstrate employability skills required in the food production and service industry.

LEARNING EXPECTATIONS

The student will:

- 1.1 Participate in cooperative education to employ previously acquired culinary arts skills and develop new ones.***
- 1.2 Investigate professional organizations and trade publications appropriate for continuing education.**
- 1.3 Manage food preparation and service stations designated by the instructor.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Successfully obtains an employment position approved by the instructor and attains the competencies set forth in the *Training Plan and Progress Report*.
- 1.2 Sets up and maintains a file outlining professional organizations, publications, current issues, future trends, and emerging technologies in the food production and service industry.
- 1.3 Scores at least 75% on a culinary arts laboratory evaluation form.

SAMPLE PERFORMANCE TASKS

- Maintains a daily journal reflecting work-based learning experiences.
- Read an article in a professional trade publications and write an abstract of it.
- Complete Level 3.3 “Explore Opportunities for Advanced Training” in SkillsUSA-VICA *Professional Development Program*.
- Complete a culinary arts laboratory evaluation form assessing personal performance.
- Participate in various SkillsUSA-VICA or Family, Career and Community Leaders of America competitive events related to food production and service and leadership.

INTEGRATION/LINKAGES

Research, Writing, and Communication Skills, Teamwork and Leadership Skills, Language Arts, Math, Math for Technology, Applied Communications, Social Studies, SCANS (Secretary’s Commission on Achieving Necessary Skills), National Restaurant Association, American Culinary Federation, Chamber of Commerce, Tennessee Hospitality Education Center, Colleges and Universities, SkillsUSA-VICA, Family, Career and Community Leaders of America, Employment Agencies, American Hotel and Motel Association, Hospitality Business Alliance

CULINARY ARTS III

STANDARD 2.0

Students will apply math skills to food production, service, and management operations.

LEARNING EXPECTATIONS

The student will:

- 2.1 Perform math calculations related to event orders and billing.**
- 2.2 Perform math calculations related to wages and salaries.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Prepares a banquet event order and a corresponding bill.
- 2.2 Analyzes an employee paycheck and check stub, which itemizes required and optional deductions and reflects gross and net income.

SAMPLE PERFORMANCE TASKS

- Prepare a banquet event order form for a school- or work-based enterprise activity.
- Prepare a bill for an event.
- Compute weekly wages given hours worked and rates of pay.
- Complete Level 3.2 “Develop Personal Financial Skills” in the SkillsUSA-VICA *Professional Development Program*.

INTEGRATION/LINKAGES

Algebra, Math for Technology I & II, Economics, Computer Skills, Communication Skills, SCANS (Secretary’s Commission on Achieving Necessary Skills), American Culinary Federation, Family and Consumer Sciences Education National Standards, SkillsUSA-VICA, Family, Career and Community Leaders of America

CULINARY ARTS III

STANDARD 3.0

Students will evaluate the importance of inventory and its relation to quality food production and service.

LEARNING EXPECTATIONS

The student will:

- 3.1 Set up inventory procedures including first in/first out concept, date markings, and specific record keeping using current technology.**
- 3.2 Compose a plan to prevent food safety hazards during the performance of purchasing and receiving functions utilizing the seven *Hazardous Analysis Critical Control Point* principles.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1A Correctly identifies the appropriate stock item to be used next.
- 3.1B Accurately records items removed from or added to inventory.
- 3.2 Monitor the *HACCP* critical control points and limits within purchasing and receiving so that food costs are contained and the potential for food borne illness is minimized.

SAMPLE PERFORMANCE TASKS

- Observe how a large food production operation distributes ingredients.
- Write specifications for ordering ingredients to prepare an assigned recipe.
- Develop a flow chart to depict how a specified food item should be handled correctly during purchasing, receiving, and storage.

INTEGRATION/LINKAGES

Math, Math for Technology, History, World Geography, Language Arts, Applied Communication, Science, Biology, Foreign Language, Nutrition and Foods, Wellness, Hazardous Analysis Critical Control Point (HACCP), American Culinary Federation, Family and Consumer Sciences Education National Standards, National Restaurant Association, Tennessee Department of Health, United States Department of Agriculture, Critical Thinking Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), Family, Career and Community Leaders of America, SkillsUSA-VICA, Tennessee Hospitality Education Center, Hospitality Business Alliance, American Hotel and Motel Association

CULINARY ARTS III

STANDARD 4.0

Students will demonstrate implementation of food production and service management functions.

LEARNING EXPECTATIONS

The student will:

- 4.1 Evaluate the personnel functions performed by a manager.**
- 4.2 Appraise the manager's role with regard to financial and marketing management.**
- 4.3 Evaluate liability issues within food production and service establishments and formulate a plan for preventing and/or addressing these.**
- 4.4 Assess the role of customer service as a strategic operating component.**
- 4.5 Plan menu items based on standardized recipes to meet customer needs and requests.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1A Evaluates human resource policies including rules, regulations, laws, and the issues of hiring, compensation, and overtime.
- 4.1B Simulates the procedures involved in staff planning and recruiting, interviewing, selecting, and scheduling of employees.
- 4.1C Proposes a training program for employees including orientation, pre-service training, in-service training and retraining.
- 4.1D Employs methods of motivating employees and maintaining harmony in the workplace.
- 4.2A Applies accounting principles in purchasing and receiving, in planning and forecasting profit and loss, and in controlling food and beverage and labor costs.
- 4.2B Formulates a marketing plan for the establishment.
- 4.3A Dramatizes the appropriate response to various liability situations based on industry rules, regulations, and laws.
- 4.3B Designs an internal/external disaster plan.
- 4.4 Compares the relationship between employee performance and customer satisfaction.
- 4.5 Applies menu-planning principles to design and modify menus using available technology.

SAMPLE PERFORMANCE TASKS

- Working in cooperative learning teams, compose a report on Equal Employment Opportunity requirements.
- Role-play responses to case studies depicting conflict in the workplace.
- Calculate profit or loss on a given menu under a specified set of circumstances.
- Forecast the quantity of food to be prepared for a holiday event.
- Create a flow chart depicting steps to be taken in emergency situations such as fires, robberies, or natural disasters.
- Compare strategies for resolving customer complaints.
- Compose a cycle menu.
- Assess performance of menu items.

- Complete Section 4 “The Essentials of Dynamic Leadership” of the Family, Career and Community Leaders of America *Dynamic Leadership* Manual.
- Create a project to strengthen leadership skills on the job by participating in the Family, Career and Community Leaders of America *Leaders at Work* program.
- Complete Level 3.9 “Identify and Apply Conflict Resolution Skills” of SkillsUSA-VICA *Professional Development Program*.

INTEGRATION/LINKAGES

Accounting, American Business/Legal Systems, Marketing Education, Introduction to Finance, Math for Technology, Math, Equal Employment Opportunity Laws and Regulations, U.S. Department of Labor, Tennessee Department of Employment Security, Internal Revenue Service, National Restaurant Association, Family and Consumer Sciences Education National Standards, Criminal Justice, Language Arts, Computer Skills, Critical Thinking, Interpersonal Skills, Nutrition and Foods, Interpersonal Communication, SCANS (Secretary’s Commission on Achieving Necessary Skills), Family, Career and Community Leaders of America, SkillsUSA-VICA, Hospitality Business Alliance, Tennessee Hospitality Education Center, American Hotel and Motel Association